

FURTHER EDUCATION FUNDING COUNCIL

Networking Lifelong Learning: High-level Action Plan

Presented by the
FEILT Committee
JUNE 1999

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Networking Lifelong Learning: High-level Action Plan

Introduction

1 In April 1999, the FEILT committee (FEILTC) published its consultation on a developing a strategy concerning information and learning technology (ILT) for the sector. Colleges were invited to provide feedback to the strategy, through FEFC Circular 99/18. Two national consultation conferences have also been held.

2 The sector's response to the recommendations has been very positive indeed. An analysis of responses is shown at annex A. Over 300 colleges gave detailed responses. Overall, 61% of respondents stated 'strongly agree', and 33% indicated 'agree'. Only 5% stated that they disagreed with some of the recommendations, and less than 1% indicated any strong disagreements.

3 FEILTC was asked by the Council to produce a high-level action plan to take the strategy forward, taking into account the sector's response to Circular 99/18. FEILTC formally advises the Council to accept this plan as an appropriate way forward for ILT development.

Background

4 As part of the outcome of the government's comprehensive spending review in November 1998, the secretary of state announced additional funding to 'ensure that colleges are properly equipped for the computer age'.

- 5 In the DfEE's letter of guidance of 8 December 1998, some £74 million was earmarked over three years for IT infrastructure. A further letter of 14 December 1998 made a number of specific points regarding networking, access, learning materials and working more closely with the HE sector. Networking Lifelong Learning was produced with all these general and specific points in mind, and it has been widely welcomed.

Aims and Objectives

- 6 The aims of the strategy document are to exploit ILT in order to:

- enrich the learning experiences of students
- improve teaching methods and standards
- facilitate better management practices; and
- assist in the development of a more IT-literate society.

- 7 To achieve these aims, the strategic objectives are:

- to advise the FEFC on the strategic distribution of government funds for the establishment of networked lifelong learning within the sector
- to establish standards for student and staff access to ILT
- to enable all sector colleges to develop robust systems for the management of teaching and learning
- to establish partnerships at sector level to assist in maximising the potential for IT in FE on a cost-effective basis
- to enable the sector to keep pace with the anticipated development of Internet-enabled information and learning resources.

8 The main purpose of this document is to show a clear and practical way forward for ILT development for FE in England which:

- reflects the government's wishes for the improvement of IT infrastructure in colleges
- embraces the sector's clearly stated wish to espouse the principles contained in *Networking Lifelong Learning*
- supports the broader post-16 education and training/lifelong learning agenda.

Proposals for action

9 The format of this plan is to make detailed proposals in respect of the following areas:

- a national learning network
- local learning, including the University for Industry (Ufi)
- content and learning materials
- staff professional development
- management and governance issues.

Spending proposals

10 There are costs associated with each of these areas, but areas and costs overlap to some degree. It is thus appropriate to bring together related costs under separate expenditure headings, which will provide macro-budgetary controls for the action plan.

11 Full recognition must be given to the fact that the additional money is there to provide added value over and above that which already exists within colleges and which colleges would be expected to spend within the three-year period of the action plan. By providing added-value services at sector level (the national learning

network, for example), additional facilities and functionality can be provided at the local learner level.

12 It is critical to the success of this major national project that the FEFC puts in place mechanisms to ensure that these additional funds are used to achieve ‘additionality’, and not used to substitute existing and planned ILT expenditure.

Expenditure

13 Table 1 shows the funding streams for each of the major budget heads. The figures in the FEFC column represent current best estimates of priority spending for each budget line to assist in achieving our strategic objectives. Much of the money will not be spent by the FEFC, but will be spent locally by colleges.

14 It is estimated that, taking into account expenditure on staffing and telecommunications costs, colleges spend around £100 million annually on ILT. This amounts to about 2.5% of turnover. The plan assumes that ILT expenditure by colleges will continue at this level, as a minimum. The ILT development strategy is about the deployment of an estimated £374 million, a figure which includes both existing and new expenditure.

15 The make-up of the college ILT expenditure of £100 million will be more carefully estimated as part of planning the implementation. Where table 1 shows '**', it indicates that all such expenditure will be met from central funds. A '*' entry indicates that more precise estimates are awaited.

16 Wherever possible, it is not intended to adopt competitive bidding processes for the allocation of funds to colleges. However, in some instances, (for example, expenditure on equipment), it will be wholly appropriate to seek matched funding from colleges. Colleges will be required to demonstrate that additional funding will ‘add value’ to their ILT strategies and supporting mechanisms.

Table 1. Expenditure summary (£ millions)

	1999-2000		2000-2001		2001-2002		Total	
Expenditure by	FEFC	Colleges	FEFC	Colleges	FEFC	Colleges	FEFC	Colleges
National networking	4.6	**	7.5	**	9.5	**	21.6	**
Local networking	4.5	□	4.9	□	5.0	□	14.4	□
Networking support	0.4	**	0.6	**	0.6	**	1.6	**
IT equipment	0.0	□	2.0	□	16.7	□	18.7	□
Learning materials	1.0	□	3.0	□	5.0	□	9.0	□
Standards, information and advice	0.4	**	0.6	**	0.8	**	1.8	**
Other activities including management systems development	1.0	**	1.3	**	4.0	**	6.3	**
Strategy management, administration and evaluation	0.1	**	0.1	**	0.4	**	0.6	**
Staff development	□	□	□	□	□	□	□	□
TOTAL	12.0	100.0	20.0	100.0	42.0	100.0	74.0	300.0

Notes: Over the period of the strategy, colleges' own spending will reduce in certain areas, for example, national networking. It is assumed that such savings will be applied to increase expenditure under other ILT headings, for example, additional IT equipment to meet minimum standards of staff and student access.

The costs of staff development will be quantified as part of the implementation plan process. These costs will need to be met from existing funds.

Ÿ estimates for these amounts are being prepared as part of the implementation planning process;

** these expenditure amounts will be met from central funds.

High-level Action Plan

17 The response to Networking Lifelong Learning showed widespread agreement on the need to establish a sector-wide network as a foundation for other developments in learning provision.

18 It also recognised that, in building this network, the sector will benefit from closer co-operation with those responsible for similar arrangements in higher education, who have substantial experience of procuring and maintaining education networking services on a large scale.

19 It will be equally important to ensure that the network relates effectively to other national initiatives including the National Grid for Learning (NGfL), the intended network of hubs for the UfL, and the emerging public library network.

20 The adoption of clearly defined standards, common protocols and interfaces will also facilitate both collaborative working within college consortia, and strategic lifelong learning partnerships.

21 Further, the consultation responses confirmed the need for support actions in areas such as the provision of information and technical support services, and the development of content and learning materials, as well as noting the need for staff development and management guidance.

22 Finally, the consultation highlighted colleges' concerns about differences in the levels of their current ILT provision. Those which have already made a significant commitment to ILT do not wish to lose the benefit of their early investment. This must be taken into account in developing the implementation plans for the sector.

Recommendation

23 We therefore propose that to take matters forward the FEILT committee should establish two implementation task groups to address the particular issues associated with these matters. One task group will lead the thinking on the development of the technical infrastructure and the other will advise on a range of support actions.

24 These task groups, whose work overall will be co-ordinated by the FEILT committee itself, will need to work intensively between now and October to refine the definitions of requirements, to develop detailed programmes for the work, and to prepare fully worked-up budgets for the implementation of these programmes.

25 The following sections deal in greater depth with the work of the task groups. Where appropriate, suggestions are made for the creation of subgroups to facilitate the work.

FEFC actions

26 The Council itself will be the most suitable body to take forward certain concerns, such as those related to the funding of learning and to forming the most effective relationships with the higher education funding councils and the joint information systems committee (JISC).

27 The funding discussions are already under way. The Council has already accepted the need to examine the impact of current funding models on the provision of learning with ILT and has already identified suitable representatives to assist in the work of its tariff advisory committee (TAC).

28 A number of staff development programmes will need to be funded, and the funding of these currently remains an outstanding issue. The Council needs to address this with some urgency.

29 The Council will also need to set in place mechanisms to monitor and evaluate the initiative to ensure that it is possible to track improvements in access and achievement, as well as improvements in the physical provision of an enhanced networked learning environment.

30 There will need to be a clear link between the Council's ILT actions and its actions within its quality improvement programme under the standards fund.

Early college actions

31 In preparing themselves for the anticipated implementation phase of this action plan, colleges should review their existing ILT strategies, ILT priorities and related expenditure.

32 In particular, they might find it helpful to use the results of the recent BECTA ILT Survey as a basis for benchmarking and comparison with their own ILT audit data. In addition, they should consider their provision, beyond the straightforward supply of IT equipment and access, for the use of ILT in teaching and learning. Such an audit will be an essential tool in college preparations for future developments.

33 It is planned to issue a series of guidance notes on good practice in ILT issues. The first of these, on a model ILT strategy, will be published shortly.

Post-16 review

34 In view of the timing of the post-16 review, both implementation task groups may need to consider the effects of a possible extension of the national learning network to organisations not currently within the further education sector, and to plan accordingly.

Infrastructure Task Group

A national learning network

35 The task group advising on infrastructure developments, including the national learning network itself, will need to include representatives from higher education, NGfL, the UfI and the public library sector.

36 In addition to considering the sector's needs in local area networking and the refreshment of college computer stocks, it will also require access to sector staff who can speak with authority on the needs of local strategic partnerships. In order to ensure that the work can be taken forward rapidly, its work will address in parallel both national and local networking issues.

37 The group will need to take evidence from organisations currently helping to provide services to higher education, from telecommunications providers and from specialist commercial organisations supplying communications and switching equipment. It will need to explore arrangements for existing high-speed data networks, including capacity, network resilience and data security before advising on the topology and configuration of a network connecting all FE and HE institutions.

38 This group will need access to the deliberations of the funding councils as they consider FE representation within relevant HE committees and subcommittees.

The task group will consider the following issues:

- detailed specifications for the national network building, where it offers clear advantage over existing regional/ metropolitan area networks
- the possible advantages to be gained from creating services analogous to, or coincident with, those which currently exist in the higher education community
- specification of the nature and extent of the technical support services required, assuming in the first instance a regional basis for their provision
- currently available national information services, and their value to the further education community
- the range of options for approaches to procurement
- estimates of the initial and recurrent costs of providing a national network to facilitate learning
- the long-term sustainability of the network, both in terms of its technical development and its cost.

Local learning

40 For local learning the group will need to provide guidance for colleges on addressing student and staff entitlements to networked-enabled PC access by 2002. This will include, therefore, consideration of local area networking within and between college sites, as well as linking to local community networks. This will be particularly important as colleges move to widen participation within the communities they serve, whether through partnerships or by directly resourcing additional learning centres.

41 Since strategic lifelong learning partnerships and the role of regional developments generally will be important aspects of local learning provision, the work of the group will reflect the impact of these on colleges' local infrastructure needs. Equally, college consortia – often developed through work in collaborative projects – will make a significant contribution to the learning available in some geographical areas.

42 The group will also need to take into account the local impact of UfI's plans to include FE colleges as a major component in its learning centre provision. This will impose external standards on college resource provision and will have some cost implications as well as potentially altering the balance of existing local partnerships.

43 In addition to a variety of partnership arrangements, it will be necessary to take into account certain hardware-related aspects of making adequate provision for inclusive learning, such as the supply and distribution of large screen monitors and specialist input devices like tracker balls and concept keyboards.

44 An important consideration for colleges will be the ease of implementation and the long-term sustainability of the task group's recommendations. It will not be enough to prepare for an approach that is dependent on one-off injections of additional earmarked funding. In the consultation response, some colleges expressed concern about their ability to fund equipment purchase and routine replacement at the suggested levels. They will need guidance on how they might address this. NGfL-managed services will become available within the life of this initiative and consideration should be given to their potential as a solution.

45 The task group will consider the following matters:

- a. the specification of student and staff entitlements to networked access to worldwide electronic information resources by 2002, including:
 - clarification of the impact of basing entitlements on peak occupancy rather than on full-time equivalent numbers
 - analysis of requirements in ILT provision for inclusive learning and widening participation;
- b. recommendations on the deployment, connection and management of computer equipment and resources in distributed learning environments, including:
 - the specification of appropriate arrangements for the development of robust local area networks
 - a risk assessment concerning possible future technological developments;
- c. advice on mechanisms for ensuring the long-term sustainability of adopted solutions.

Support Task Group

46 This task group will provide overall leadership on issues concerning content development, staff development and management issues. Close co-ordination will be called for within the range of support actions to ensure that they combine to provide effective solutions to support needs across the sector. However, it is likely that the work will be best managed in three distinct subgroups, one dealing with each major area.

Content and learning materials

47 Although there is a shortfall in the range and quantity of materials to support learning, we are not starting from zero. Some good commercial materials exist. We can also anticipate significant growth in this area as a result of the interest of such organisations as the BBC and Ufi. It will be important to explore the most cost-effective approaches to making such materials available on a sector-wide basis.

48 In addition, sector organisations and individual college staff have worked over a number of years to produce a variety of materials, some of them adaptations of existing paper-based resources and others created from the beginning in multimedia format. The subgroup will need to explore on behalf of the sector possible relationships with established sector organisations such as the FE National Consortium, LDN and the more recently established National Multimedia Consortium.

49 Issues remain to be resolved concerning the ownership of intellectual property in existing materials, whatever their source, and these will need to be addressed. Issues of quality will also need to be explored.

As well as formulating proposals for cataloging existing multimedia resources, including websites, and for informing the sector about their availability and quality, the subgroup dealing with content will need to advise on approaches to promoting the development of new learning materials. An important consideration for the subgroup will be to ensure that new materials address the needs of the whole student population embraced by the agenda for widening participation, including those students with learning difficulties and disabilities. The

need for cost-effectiveness for the whole sector will impel them to ensure that where public funding supports the development of materials, these materials have the potential to address large student populations and that they can be shared widely. The terms of such access will need to be considered at the outset of any materials development projects.

51 The task group will need to encourage colleges to make full use of the opportunities that new and emerging technologies provide to create learning resources. Thus, as well as adapting existing paper-based materials, it will be important to consider the place of websites and freely available international resources. These are not always of the highest calibre and it will be important to develop mechanisms for reviewing them and making recommendations as to their suitability for use in colleges in England.

52 Finally, the response to the consultation pointed to the desirability of establishing, as far as possible, common standards both for the design of learning materials and for the interface between learning materials, assessment and student tracking. While it is likely to be some time before instructional management systems achieve the status of a nationally agreed standard, it will be important for the task group to consider the potential of such systems for streamlining the production of learning resources in the future.

53 Accordingly the task group will consider:

- a. the systematic auditing and mapping of existing ILT materials that can be used to support learning – whether courseware, source materials, or materials oriented towards assessment or guidance including:
 - how best to make the results of the study available to the sector
 - the necessary arrangements to keep it up to date;
- b. the potential of sector-wide bulk purchasing to obtain substantial discounts;
- c. approaches to commissioning the production of high-quality learning materials that take into account:
 - issues of copyright and intellectual property rights
 - the need to ensure an appropriate return on the investment of public funding;
- d. the available instructional management systems and their suitability as an organising element in content and learning material development and application.

Staff development

54 In preparing its advice on continuing professional development for all staff, including learner centre staff, the task group will need to distinguish between, and to make recommendations about, the place of training for IT and ILT, each of which has rather different requirements.

55 The response to the consultation showed that colleges are convinced of the need for a substantial programme of continuing professional development. This applied not only to teaching staff, but also to those who provide technical support for IT within colleges. Here there was a strong plea for programmes to address technician training, allied with the recognition that such people are not only difficult to find, but hard to retain on college salary structures.

56 While lecturing staff must be confident and competent IT users, this is not a sufficient condition to ensure that they feel able to use ILT in direct support of student learning. Teaching staff require guidance and advice on the selection and customisation of appropriate learning materials and on suitable learning management techniques. They also need help with assessment issues.

57 One highly successful approach to staff development within the QUILT programme gave college staff the opportunity to develop learning materials in small-scale, college-based action research activities. While creating useful learning resources, staff also developed authoring skills and the desire to ensure that the materials were actually used for teaching. This example demonstrates the need for the task groups to co-ordinate their programmes.

58 The task group will address the following:

- a. guidance for senior management on the place of staff professional development within college ILT strategies, including reference to the FENTO standards;
- b. the need to stimulate the market to develop approaches to continuing professional development for all staff, including learning centre staff;
- c. the drawing up of specific recommendations for the training (and retention) of technical support staff;

- d. a consideration of the need for training in such things as multimedia authoring, classroom use of ILT learning materials and support for remote learners;
- e. a consideration of formal staff training and experiential, action-based approaches including:
 - the small-scale production of learning materials and ILT-based teaching assignments
 - the possible role of ILT 'champions' within colleges to provide a focus for developments and to lead continuing professional development of all kinds;
- f. the potential for some aspects of staff professional development to be delivered using electronic resources.

Management issues

59 The change in the culture of colleges that the effective use of ILT requires can only be achieved with a strong lead from senior management. Moreover, strategic ILT developments at college and regional level are heavily reliant on understanding, drive and support from senior management. To achieve this, college managers will themselves require support and guidance. This is particularly relevant to strand 3 of the standards fund.

60 The sector's response to the consultation saw the benefit of collective action to establish the role of ILT in college strategic planning, and of the production of advice on the implementation of that planning.

61 The consultation pointed up the need for management clarity concerning the cost-effectiveness of ILT provision, and for improved information systems to support the management of learning. Such systems will need to take into account the tracking and recording of individual learning activities, with particular reference to intermittent learning and the unitisation programme.

62 The task group will address the following issues:

- a. the development of a model ILT strategy which colleges can use as a basis for their own strategies;
- b. advice to college management teams on the implementation of college ILT strategies, including provision for sustainable approaches to infrastructure development and continuing professional development for all college staff;
- c. commissioning the development of improved information systems to support the management of learning, including reference to:
 - the work of the Council's TAC on the funding of local learning
 - the emerging requirements of the UfI.

Governance

63 Corporation members are responsible for establishing the educational character of the college and for ensuring the efficient and effective use of assets. ILT strategies will have an increasing impact on the learning strategies of colleges. Governors will require guidance in their considerations and determination in this respect.

64 Strategic alliances within the local learning partnerships and the interface of the college with geographic UfI hubs will be an important aspect of a college's management of external relations, and an important aspect of the work of governors with local stakeholders. Guidance and direction in this significant area of governance should be provided.

Conclusion

65 This action plan describes the immediate steps to be undertaken by the FEILTC-appointed task groups in preparing for the first stages of investment. When the work of these groups has been completed, we shall be in a position to take matters forward on a considered basis.

Evaluation

66 Appropriate mechanisms should be in place from the outset so that proper evaluation of investments and outcomes can be made. These will include:

- a. advice to the Council on the establishment of mechanisms to ensure the effective monitoring and evaluation of the Networking Lifelong Learning initiative;
- b. evaluation for government purposes to show the extent to which the added-value benefits have materialised as a result of these investments, especially in the areas of
 - retention and achievement
 - widening participation
 - improving skills;
- c. evaluation for the sector's benefit to demonstrate the impact of ILT on the effectiveness and economics of learner support.

Timeframe

67 The FEILTC has already begun action to set up the required task groups. The chair of each group is charged with producing an activity schedule leading to a final report and recommendations by the end of September 1999.

68 In parallel with these activities, work is proceeding with the JISC, especially in the area of national networking.

69 It is anticipated that considerable activity at college level will take place from October 1999 onwards and that the first-year funding of £12 million will be fully utilised.

Annex A

Sector Responses to the Consultation Process

Statistical Summary

Figures showing the level and nature of responses to the consultation process appear in the appendix to this annex.

Comments

1 Circular 99/18 gave the opportunity for textual comment to supplement the tick-box format of the main consultation document. A total of 170 colleges and seven other organisations sent in observations ranging from single sentence notes through to four pages of close argument.

2 This summary seeks to convey the flavour of the most commonly expressed views. A full listing of matters raised has been submitted to FEILTC to ensure that all contributions to the consultation are available to the implementation task groups.

The colleges

3 Colleges have typically replied from the perspective of their current state of ILT resource and development. The majority of extensive and detailed responses appeared to come from those who have already made considerable investment in the areas addressed by the action plan.

4 This group of colleges does not wish to lose out to those who have not made equivalent investment. Burdensome maintenance and upkeep costs coupled with continual demands for replacement and upgrade mean that they need to invest as heavily as the poorly resourced. Having solved their own infrastructure and connectivity problems, their concern is for software and materials development together with the continuation of their existing network and support arrangements.

5 A case was made for directing larger sums towards those in the vanguard to enable them to become centres of excellence in the development of on-line learning software and materials.

6 An intermediate group recognises the need for investment in equipment and wider connectivity to bring those lagging behind up to speed. They have concerns about staff development, materials development, staffing issues and finance.

7 Those who have slipped behind want to catch up, but have fears about the level of investment necessary and the continuation of support beyond the three-year horizon to meet recurrent and renewal expenditure. Some express doubt about their ability to meet the targets without massive capital investment: one college estimated that it would need to spend £500,000 on equipment over the three years.

8 The independent spirit of sector colleges is both explicitly and implicitly expressed in a widespread wish for control of spending and decision-making, albeit in collaboration with regional partners and subject to centrally determined guidelines and standards. A sizeable group argued for pushing money out to colleges and letting them decide how to spend it. This notwithstanding, many wished to keep open their existing local arrangements with suppliers offering high quality and competitive prices.

General issues

9 Many comments opened with a statement of broad support for the goals, even those that went on to express doubts over some aspects. The commonest concerns related to:

- the need for clarity in the objectives, particularly in relation to target PC ratios
- the achievability of such an ambitious programme within a tight timescale. Some called for prioritisation of the goals in the face of resource and time pressures
- the difficulty of trying to look even three years ahead in this field
- the need to keep ILT in perspective as only one of many important issues facing the sector.

10 Several colleges sought research into the relationship between ILT and desirable outcomes.

Finance

11 Over 50 colleges, drawn from the entire spectrum of current ILT development status, expressed concern about the affordability of the initial capital investment required to meet the goals, the scale of recurrent expenditure required and the prospect of continual replacement programmes. Colleges tend to equate the three-year depreciation period with the actual useful life of hardware.

12 There was significant support for a formula-based distribution of funds in preference to bidding.

13 Comments echoed the consultation colloquia in stressing the importance of the review by the tariff advisory committee of funding partial achievement, credit accumulation and serial enrolments by a single student at more than one college. Student tracking systems that reach beyond a single college are crucial for this.

National learning network

14 The most frequent and striking message here was opposition to the notion of centralised technical support by those who already have satisfactory arrangements. Many preferred local models built upon existing networks, skills and expertise. There is scepticism that any central model could deliver the necessary detailed support at college level. There appears to be confusion about the nature and function of a central technical support unit.

15 There were mixed feelings for and against UKERNA as an Internet service provider. Many noted differences of interest between the FE and HE sectors. A strong theme was the need for FE to be an equal partner, with an implied sense that this would arise from assertion rather than as a matter of course.

Local learning

16 Wherever the word ‘all’ appeared, it generated consternation. Many respondents wished to stress the diversity of activity and actors within FE, and the need to focus upon demand for computers rather than supply.

17 Access ratios defined in terms of body count, whether expressed as peak occupancy or as FTEs, worried many colleges. They asked for account to be taken of the diversity of attendance modes (full- or part-time, day or evening) and type of programme.

18 The issue of staff access raised the question of time spent at the desk: if staff spend two-thirds of their time in class, how can one justify access ratios that would imply a computer sitting unused for that period? This becomes more problematic when we add part-time, off-site and agency staff into the equation.

19 Some asked for access ratio targets to be defined, at least initially, on full-time students and staff.

20 College provision and management of universal email for students raised considerable argument, with a large number of respondents querying its educational value. Control of chat and of undesirable uses jostled for prominence with cost and administration issues amongst those with reservations about developments.

21 Clarification was sought on what constitutes IT core skills in the context of the strategy.

Content and materials development

22 There was significant support for assistance with materials development. The majority of comments looked for central support and co-ordination of activity to avoid duplication, with financial assistance given for materials development in-house. A number were in favour of directing money towards professionally produced materials through existing FE sources such as FENC or commercial publishers, emphasising the need for identification and review of suitable resources. Advice and guidelines were

looked for on standards for materials development, particularly relating to interaction. Those who favoured in-house developments raised the need for financial incentives for staff and the problems of intellectual property.

- 23 The model of centres of excellence was proposed by several colleges with expertise and current programmes of materials development under way.

Staff professional development

- 24 Respondents favoured large-scale spending on staff development initiatives. This was seen as an essential part of the strategy. A preference was expressed for local responses, co-ordinated and funded centrally against well-understood standards.

- 25 Several colleges saw a need for a national qualification for staff in the application of ILT skills to learning, which should link explicitly to FENTO. A standard programme(s) was called for that could be delivered and developed locally.

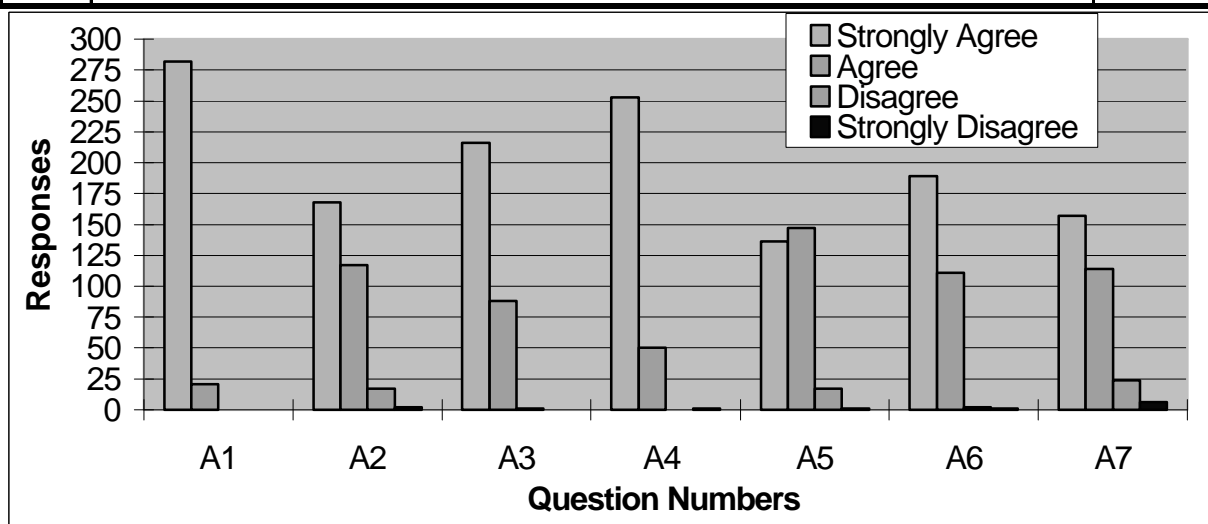
- 26 Many cautioned, however, against making such training mandatory. It should be available to all as part of a programme of culture change that respects the diversity of needs.

Management issues

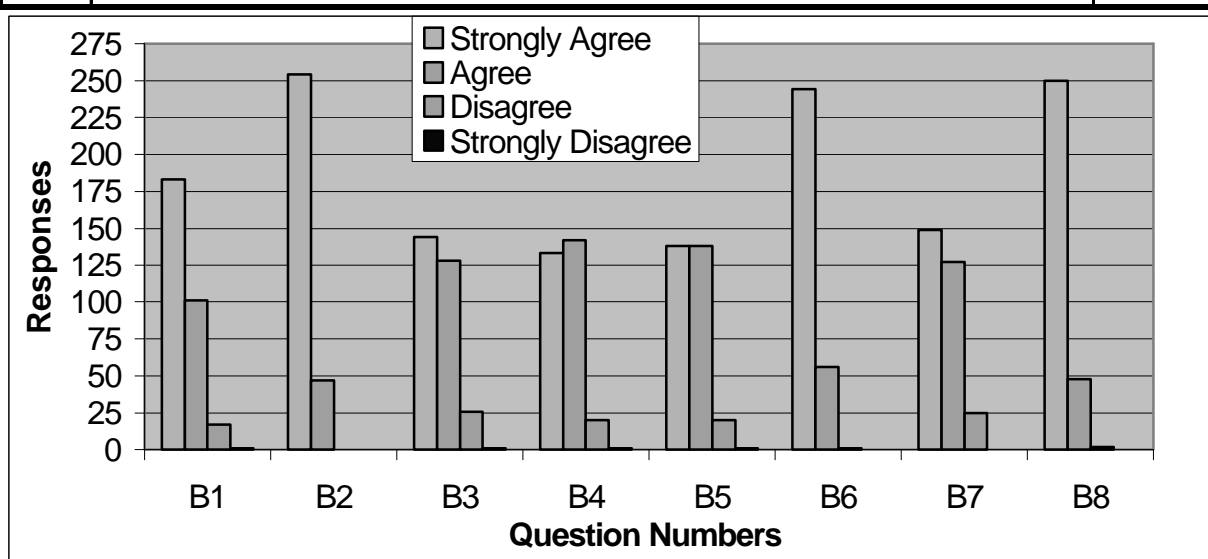
- 27 There was no disagreement with the propositions relating to training, involvement and support for ILT by senior managers. A large number of respondents opposed mandatory ILT training for governors. Points that arose included the difficulty of attracting suitable candidates, the voluntary status of the role and whether all governors truly need to acquire such skills.

Appendix to annex A

STUDENT ENTITLEMENTS - By 2002, All Students Should Have:		TOTAL RESPONSES
A1	Access to core IT skills programmes	303
A2	An email facility	304
A3	Opportunities for alternative modes of learning	305
A4	Guidance in the use of electronic information resources	304
A5	Assistance in access to electronic delivery, if they are unable to afford it	301
A6	Education about the information revolution and its implications for them	303
A7	The sector minimum target should be that there is at least one Internet-enabled PC for every five students.	301

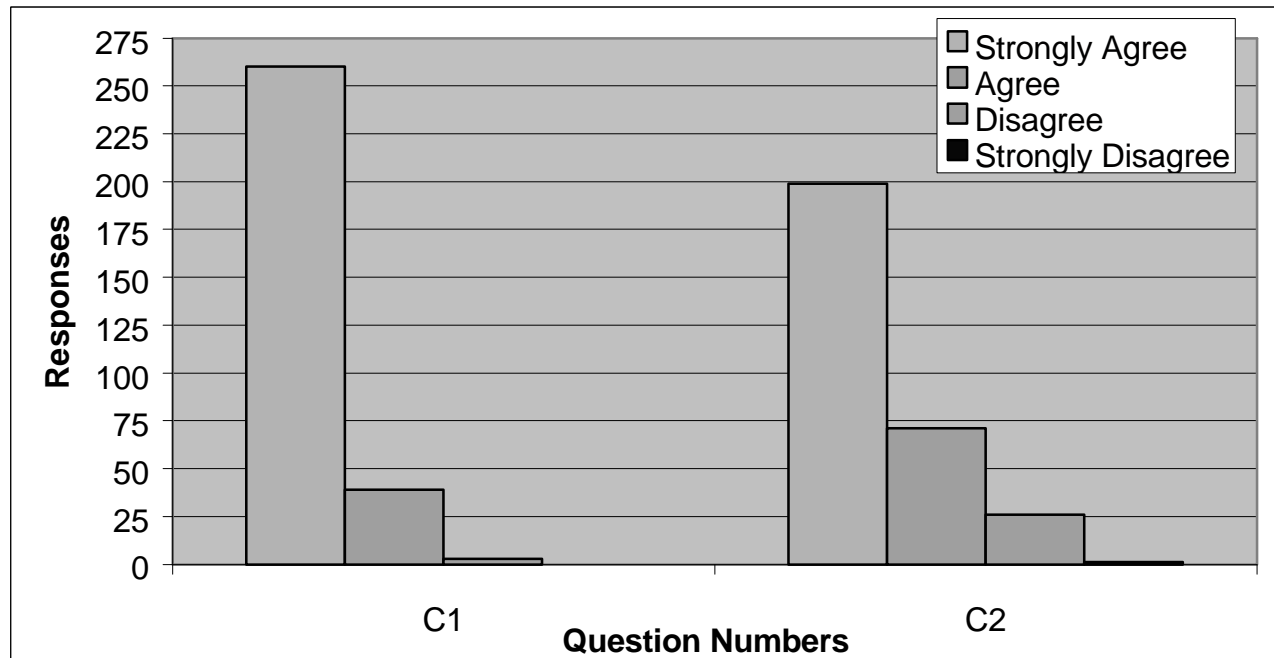


STAFF ENTITLEMENTS - By 2002, all teaching staff should:		TOTAL RESPONSES
B1	Have good IT skills and a desktop facility, one for each desk, which includes Internet and Intranet access.	302
B2	Have access to curriculum materials, held electronically.	301
B3	Have the ability to offer on-line tutorial support.	299
B4	Participate electronically in their personal development.	296
B5	Operate support systems to facilitate electronic learning.	297
B6	Have Email.	301
B7	Have remote access to college databases.	301
B8	All management, administrative and support staff should have good IT facilities, access to Internet and Intranet, and appropriate IT skills training.	300

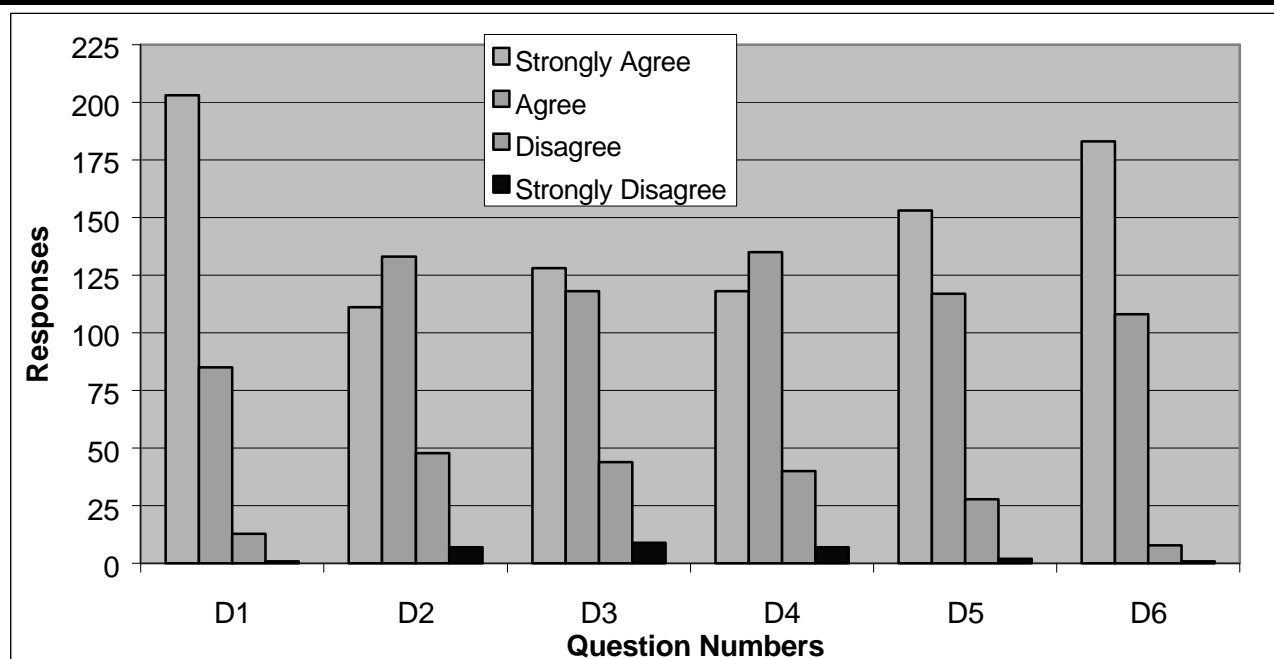


Appendix to annex A

STAFF DEVELOPMENT		TOTAL RESPONSES
C1	A major staff development programme is required to allow all staff to acquire good ILT skills	302
C2	This programme should be comprehensive, inclusive, rigorous and mandatory	301

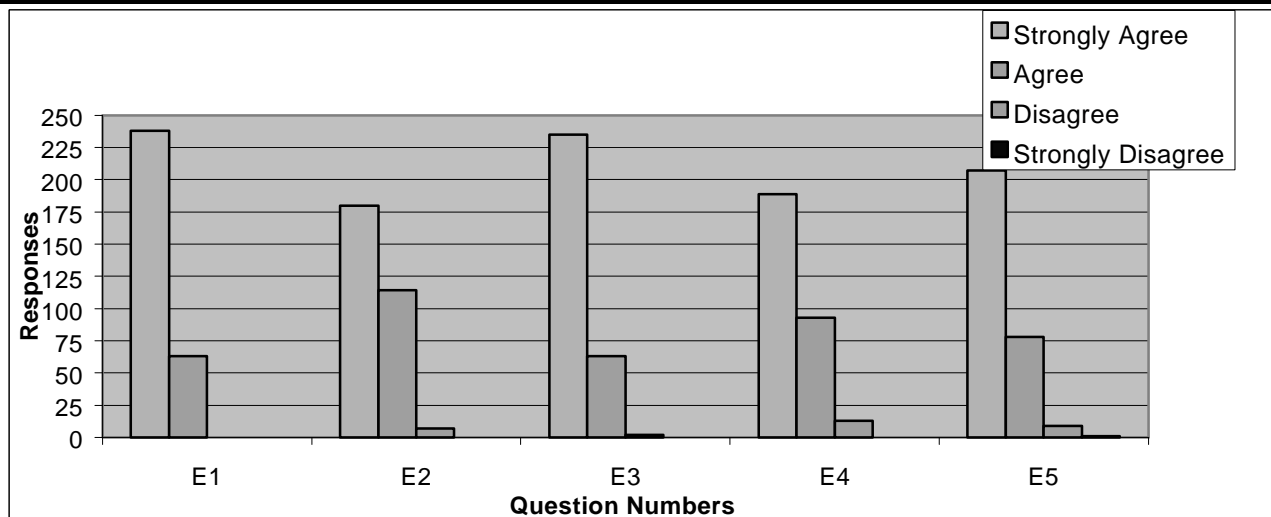


SUPPORT, INFORMATION AND ADVICE		TOTAL RESPONSES
D1	There should be a substantial investment in support packages to provide guidance in ILT to all colleges	302
D2	site visits to assist with the installation of networking facilities	299
D3	procurement assistance for hardware and services	299
D4	technical assistance for email and web server installation	300
D5	telephone support and helpdesk facilities	300
D6	specific curriculum ILT advice	300

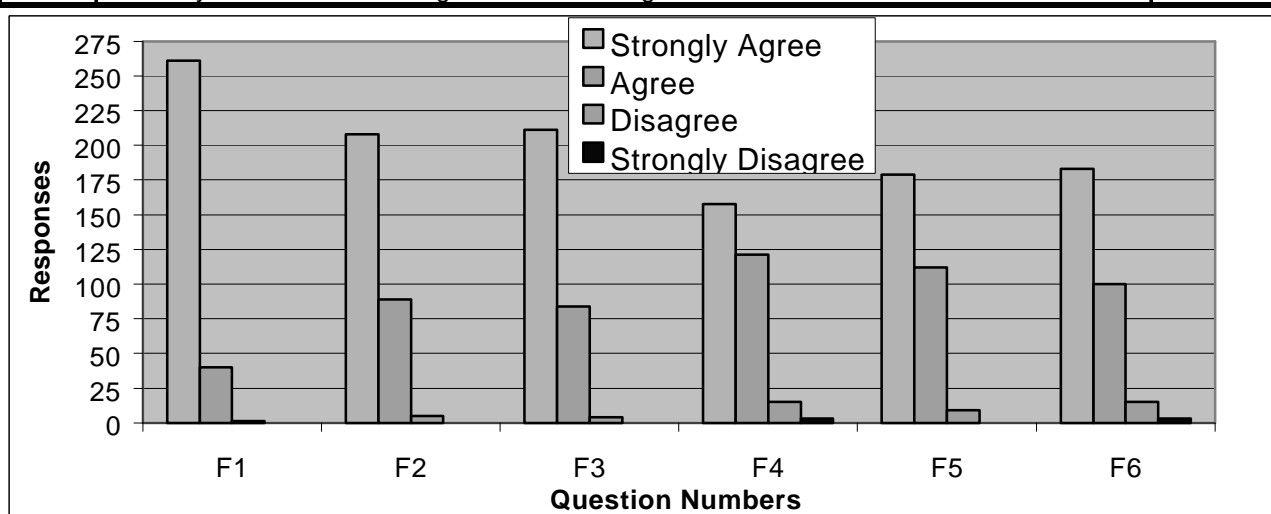


Appendix to annex A

	NETWORKING AND RELATED ISSUES	Total Responses
E1	Colleges should provide effective networked learning environments for all their students	301
E2	FE and HE sectors should work together to form a national learning network	301
E3	All college local area networks should be of minimum (high) standard	300
E4	The FEFC should become a full funding partner of the joint information systems committee, JISC	295
E5	JISC should be re-shaped to meet the needs of both FE and HE	295



	MANAGEMENT IMPERATIVES	Total Responses
F1	ILT strategic thinking should be embedded in the full spectrum of college's strategic planning processes	302
F2	Regular ILT strategy action reports should be made to the senior management team in each college	302
F3	Clearly identifiable resources should be allocated to ILT training	299
F4	Senior managers and corporation boards should be trained in the management and use of ILT	297
F5	ILT developments should be linked into other initiatives, especially standards improvement and agendas for raising achievement and retention rates.	300
F6	The FEFC should commission work to ensure that colleges have available to them robust systems for the management of learning.	301



Annex B

Summary of Recommendations

We recommend that:

- 1 colleges, the FEFC and sector organisations combine their resources to achieve a major push to exploit ILT fully over the next three years;
- 2 priority be given to learning materials development, and that students and staff be given access to worldwide electronic information resources;
- 3 colleges be encouraged to adopt a model ILT strategy for good practice;
- 4 colleges aim to adopt minimum entitlements to network-enabled PC access for all students and staff by 2002;
- 5 early spending priority be given to bring colleges' local area networks up to minimum standards of capability and robustness;
- 6 all colleges and universities be connected to a National Learning Network;
- 7 the FEFC enters into appropriate arrangements with the Joint Information Systems Committee so that FE and HE communities can co-operate on ILT matters of common interest;

- 8 proper arrangements are made to provide support, information and advice to colleges in all ILT areas;
- 9 there should be a major and continuing programme of staff and professional development in the use of ILT;
- 10 the FEFC commissions work to ensure that colleges have available to them robust systems for the management of learning;
- 11 the Council's tariff advisory committee (TAC) addresses funding issues arising from the increased use of ILT as a mode of delivery at an early point.